

Clark Elementary School

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the Clark community have been taken seriously, and below are detailed responses to the issues raised.

1. Why this school?

Clark met the primary criteria discussed below of having an overall enrollment that is well below the average elementary school enrollment and that has been steadily declining over the past 5 years. Most Clark students reside within a half mile of Barnard, Truesdell, West, and Powell, so walkability would be preserved for Clark students. All of the neighborhood elementary schools suffer from low enrollment. Barnard is a new building that is under-enrolled; Truesdell, West, and Powell are also under enrolled. Thus, in addition to benefiting Clark students with more complete programming, the closure of the Clark school facility would strengthen the receiving schools by the adding more students.

2. What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

Clark's enrollment has declined by 29% since 2002, and with 200 students currently attending, the program is well below the District's average elementary school enrollment. Additionally, Clark is located in an area that has several underenrolled elementary schools within a half mile of most students. The facility itself, while situated on a large plot of green space, is not sufficient to absorb another school population and support the PK-8 program being implemented in Ward 4.

3. What other options have been considered?

The planning team considered all of the underenrolled elementary schools in the area that met the primary criteria – Clark, Raymond, Rudolph, Truesdell, and West – comprehensively, analyzing the overall impact to the neighborhood and cluster of schools. Barnard, the closest school, is a new facility. To the south, Powell is merging with MacFarland Middle School to create a PK-8 campus while Park View is expected to absorb additional students with the consolidation

of the Bruce-Monroe program, leaving both programs unable to absorb the impact of closing Raymond. The Chancellor plans to implement a new lab school program at West, leaving Truesdell, Rudolph, and Clark. Ultimately, we decided that closing both the Clark and Rudolph facilities would have the least negative impact on the community and enable the other elementary schools in the area to boost their enrollments and offer more comprehensive programs to students.

4. What will happen to existing successful programs?

Over the years, many schools have developed unique components of their program that have made the school a positive learning environment. Clark's strong leadership in recent years has set the program on a positive trajectory, bringing in, for example, the Center for Inspired Teaching to work with faculty, ensuring arts instruction through Fillmore East, and increasing physical activity for students through Sports for Kids. The Chancellor and her team will work hard to preserve these program elements and strive to build upon them in new school environments. In some cases that will mean moving a school leader and entire program to another building where more students can be served and more resources brought to bear. We are considering such an option for Clark at one of the nearby schools, so that the program can continue to serve the same community.

5. How will this plan improve the learning environment?

By focusing more resources on fewer schools, we will be better able to support academic achievement. This plan will allow schools to receive the staff and resources they need to better serve students. For example, Clark currently does not have funding music and only has a part-time art teacher, librarian, and physical education teacher. Added resources will allow schools to hire full-time art, music, and physical education teachers. Schools will also be able to hire the appropriate clinicians and practitioners, like social workers and psychologists, to serve and support students and their families.

6. What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

7. How does the restructuring process affect the school closure and reorganization proposal?

The NCLB restructuring process does not affect the school closure proposal. Twenty-seven DCPS schools, including Truesdell, were identified under NCLB as in need of restructuring. Those schools in restructuring are currently in the quality review process to determine what fundamental programmatic changes need to be made to ensure high quality instruction and results. Restructuring

schools are going to receive aggressive and targeted interventions designed to have an immediate affect on student achievement and school environment.

8. How will the proposed new PK-8 grade configurations at Barnard, Powell-MacFarland, Truesdell, Raymond, and other Ward 4 schools be implemented?

Implementation strategies for new PK-8 programs will be developed at the school level and with parent input. Once a final program decision is made, a team of stakeholders, including central office staff, school level staff, and parents will consider options and develop a timeline for moving forward.

Implementation of the PK-8 configuration will include a clear timeline for professional development for staff and appropriate resources for students and classrooms. In the case of Ward 4 schools, all PK-8s will grow into PK-8s one grade at a time. For example, Truesdell will add a 7th grade next year and an 8th grade the following year. In the case of Powell-MacFarland, the PK-8 will be one school spread over two campuses, with PK-3 being housed at Powell and 4-8 at MacFarland.

9. Will schools with new programs still be neighborhood schools?

Yes. While some new programs will serve both neighborhood students and draw students from across the city, receiving schools will continue to be the school of right or neighborhood school for the corresponding neighborhoods.

10. How will the new High-Tech program be implemented at Whittier and Coolidge?

Implementation strategies for the High-Tech program will have to be developed at the school level and with parent input. Once a final program decision is made, a team of stakeholders, including central office staff, school level staff, and parents will consider options and develop a timeline for moving forward.

Implementation of a program will include a clear timeline for phasing in the program, professional development for staff, and appropriate resources for students and classrooms.

11. Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

12. What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make staffing decisions. In cases where strong teams have demonstrated good results, we will work to keep that team together. In addition, staff will have the opportunity to consider new placements or new roles of interest to them within

DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

13. How will it work to have younger children in a school with older kids?

In a school with a successful PK-8 program, older students and younger students interact positively in a community of learners. Older students mentor younger students, preparing them to be leaders in both their school environments and greater communities. Moreover, older students will have come up through the same ranks as their younger counterparts, creating a continuous learning community in which safety and respect are paramount.

14. Will there be separate administrators for older and younger students in PK-8 schools?

Yes. While the PK-8 schools will have one principal that oversees the continuum of services provided at the school to ensure continuity, additional administrators will focus on particular age groups to ensure that appropriate services are being provided to students.

15. Will there be appropriate academic programming for middle school aged students in PK-8 schools?

We want to ensure that middle grade students in all of our PK-8s have the same opportunities as they would in a traditional middle school program. This will include class offerings such as algebra and world languages. Students in PK-8 schools will be prepared to make a successful transition to high school and to take advantage of specialized high school programs.

16. What facility improvements will be made to the receiving schools before the start of school?

The Office of Public Education Facilities Modernization is conducting assessments of all receiving schools to identify priority improvements before the 2008-09 school year.

17. Are the receiving schools ready for more students?

Raymond can accommodate 479 students and currently serves 259 students. Powell-MacFarland will accommodate over 600 students, and currently serves 478. These schools provide ample space to accommodate the current 200 Clark students.

18. What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers that stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

19. What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

20. How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain “fixed costs,” such as utilities and the cost of a principal. By keeping open two buildings that are under-enrolled (Clark is currently at 57% capacity; Raymond is at 52%) we are spending that money in both of those buildings, when the students could all be accommodated in one. That means less money to go towards teachers and programming. In the case of Clark, our annual fixed costs are \$570,000.

21. How will this affect the feeder patterns in my community?

As part of this reorganization, we intend to implement the proposal in the Master Education Plan that calls for building feeder patterns around elementary schools. Moving forward, all students who attend a particular elementary school – whether they are in boundary or out of boundary – will be assigned to the same middle and high schools by virtue of having attended that elementary school. Families will continue to have the opportunity to apply to out-of-boundary schools. In Ward 4, students will attend the same schools for pre-kindergarten through eighth grades. Families interested in traditional middle schools may opt to attend such a program out of boundary.

22. How will this affect the school boundaries in my community?

For the 2008-09 school year, we will institute an interim boundary policy. Students attending a school proposed for closure (whether the student is currently in-boundary or out-of-boundary) will be assigned one or more schools of right nearby. These students will also have preference in the out-of-boundary (OOB) lottery for the 2008-09 school year. Students will be expected to pre-register in the spring to reserve a spot at their new school, when relevant.

The chart below explains what the interim 2008-09 policy will be for students currently attending Clark and for students currently living in the boundary but not attending the schools.

IN BOUNDARY AND CURRENTLY ATTENDING	IN BOUNDARY AND NOT CURRENTLY ATTENDING	OUT OF BOUNDARY AND CURRENTLY ATTENDING
• Guaranteed spot at	• Guaranteed spot at	• Guaranteed spot at

Raymond or Powell-MacFarland PK-6 <ul style="list-style-type: none"> • Preference in OOB lottery 	Raymond or Powell-MacFarland PK-6 <ul style="list-style-type: none"> • Guaranteed spot at Powell-MacFarland for grades 7 and 8. 	Raymond or Powell-MacFarland PK-6 <ul style="list-style-type: none"> • Preference in OOB lottery • Guaranteed spot at current neighborhood school
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New elementary school boundaries will be developed across the city and will go into effect for the 2009-10 school year. When the new boundaries go into effect in 2009, all students attending a school – whether from in or out of boundary – may continue to attend that school for as long as they wish.

23. Why are higher performing schools slated for closure over lower performing schools?

The school reorganization plan was developed as a comprehensive plan that considers the needs and impact of not only the local school, but schools within the surrounding cluster, feeder pattern, and system as a whole. Thus, program performance was not by itself a factor for determining the best use of a school facility. Where there are successful programs or partnerships that support strong academic performance, the Chancellor will seek to maintain that high performance by moving the stronger program and resources to a receiving school, thereby benefiting a greater number of students. Clark has strong leadership and innovative partnerships, both of which are helping the school to become stronger. Moving the Clark program to another nearby neighborhood school will enable the school system to continue the improvement for the benefit of even more students.

24. How will DCPS address the issue of turf wars when you put different communities into one school?

DCPS will work to ensure that the receiving school communities, including the students, staff, and parents, are integrated effectively and that the communities have opportunities to meet with and engage each other. Planning for the consolidation will begin immediately.

25. This plan changes the traffic and walking patterns for my family – we will now have to cross very busy intersections and this poses a major safety concern. How will DCPS address this safety issue?

Students at Clark primarily live in the surrounding neighborhood and travel to Clark from every direction, often crossing busy street corridors like Kansas and Georgia Avenues. Parents will have the option of several neighborhood schools that are close and convenient for their children. We will work closely with the Department of Transportation to ensure that busy streets have the appropriate speed controls and school crossing guards.

26. Were walkability and traffic studies conducted?

Walkability and traffic issues, including street and geographic boundaries that created isolation problems for some schools, were considered thoroughly. Every effort was made to ensure that walkability for neighborhood elementary schools was maintained with this proposal. The large majority of students attending Clark – 71% – live in-boundary or within a half mile of the school, making walkability an important factor. We believe it is not a major concern, however, because of the proximity of several other neighborhood elementary schools.

27. Will transportation be provided for students from the schools that will be closed?

At this time, we are not considering transportation for students from Clark. We believe that sufficient walkability has been preserved for neighborhood students.

28. Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

29. Will the students affected by these closings be exempt from future closings? Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

30. Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for school closures and consolidations. The Chancellor's plan builds upon those earlier recommendations, utilizing up-to-date analysis and data, as well as months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

31. How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during

these community meetings, including input that will be shared at the special community meetings to be held on January 17, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.

Rudolph Elementary School

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the Rudolph community have been taken seriously, and below are detailed responses to the issues raised.

1. Why this school?

Rudolph has seen a 50% five-year enrollment decline and its current enrollment is less than half its capacity. All of the neighborhood elementary schools suffer from low enrollment. Moving the Rudolph students to Barnard, Truesdell, and Whittier will allow more resources to be directed to the students, enabling the development of the High-Tech program at Whittier and allowing both Barnard and Truesdell to provide a comprehensive staffing model.

2. What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

Rudolph's sharp enrollment decline and low enrollment made it a candidate for closure. Additionally, most Rudolph students live within a half mile of several other underenrolled elementary schools, preserving walkability for most students.

3. What other options have been considered?

The planning team considered all of the underenrolled elementary schools in the area that met the primary criteria – Clark, Raymond, Rudolph, Truesdell, and West – comprehensively, analyzing the overall impact to the neighborhood and cluster of schools. Barnard, the closest school, is a new facility. Powell is merging with MacFarland Middle School to create a PK-8 campus while Park View is expected to absorb additional students with the consolidation of the Bruce-Monroe program, leaving both programs unable to absorb the impact of closing Raymond. The Chancellor plans to implement a new lab school program at West, leaving Truesdell, Rudolph, and Clark. Ultimately, we decided that closing both the Clark and Rudolph facilities would have the least negative impact on the community and enable the other elementary schools in the area to boost their enrollments and offer more comprehensive programs to students.

4. What will happen to existing successful programs?

Over the years, many schools have developed unique components of their program that have made the school a positive learning environment. The Chancellor and her team will work hard to preserve these program elements and strive to build upon them in the new school environments. Schools have also spent time and effort to cultivate community partnerships that have produced a variety of educational benefits to students. We want to maintain these relationships and find ways in which we can continue these partnerships.

5. How will this plan improve the learning environment?

By focusing more resources on fewer schools, we will be better able to support academic achievement. This plan will allow schools to receive the staff and resources they need to better serve students. For example, Rudolph currently does not have funding for art, music, or physical education teachers, and only has a part-time librarian. Added resources will allow schools to hire full-time art, music, and physical education teachers. Schools will also be able to hire the appropriate clinicians and practitioners, like social workers and psychologists, to serve and support students and their families.

6. What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

7. How does the restructuring process affect the school closure and reorganization proposal?

The NCLB restructuring process does not affect the school closure proposal. Twenty-seven DCPS schools, including Truesdell, were identified under NCLB as in need of restructuring. Those schools in restructuring are currently in the quality review process to determine what fundamental programmatic changes need to be made to ensure high quality instruction and results. Restructuring schools are going to receive aggressive and targeted interventions designed to have an immediate affect on student achievement and school environment.

8. How will the new PK-8 grade configurations at Truesdell, Whittier, and other Ward 4 and Ward 5 schools be implemented?

Implementation strategies for new PK-8 programs will be developed at the school level and with parent input. Once a final program decision is made, a team of stakeholders, including central office staff, school level staff, and parents will consider options and develop a timeline for moving forward.

Implementation of the PK-8 configuration will include a clear timeline for professional development for staff and appropriate resources for students and classrooms. In the case of Ward 4 schools, all PK-8s will grow into PK-8s one

grade at a time. For example, Truesdell will add a 7th grade next year and an 8th grade the following year.

9. Will schools with new programs still be neighborhood schools?

Yes. While some new programs will serve both neighborhood students and draw students from across the city, receiving schools will continue to be the school of right or neighborhood school for the corresponding neighborhoods.

10. How will the new High-Tech program be implemented at Whittier and Coolidge?

Implementation strategies for the High-Tech program will have to be developed at the school level and with parent input. Once a final program decision is made, a team of stakeholders, including central office staff, school level staff, and parents will consider options and develop a timeline for moving forward. Implementation of a program will include a clear timeline for phasing in the program, professional development for staff, and appropriate resources for students and classrooms.

11. Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

12. What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make staffing decisions. In cases where strong teams have demonstrated good results, we will work to keep that team together. In addition, staff will have the opportunity to consider new placements or new roles of interest to them within DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

13. How will younger children deal with being in a school with older kids?

In a school with a successful PK-8 program, older students and younger students interact positively in a community of learners. Older students mentor younger students, preparing them to be leaders in both their school environments and greater communities. Moreover, older students will have come up through the same ranks as their younger counterparts, creating a continuous learning community in which safety and respect are paramount.

14. Will there be separate administrators for older and younger students in PK-8 schools?

Yes. While the PK-8 schools will have one principal that oversees the continuum of services provided at the school to ensure continuity, additional administrators

will focus on particular age groups to ensure that appropriate services are being provided to students.

15. Will there be appropriate academic programming for middle school aged students in PK-8 schools?

We want to ensure that middle grade students in Truesdell, Whittier, and all of our PK-8s have the same opportunities as they would in a traditional middle school program. This will include class offerings such as algebra and world languages. Students in PK-8 schools will be prepared to make a successful transition to high school and to take advantage of specialized high school programs.

16. What facility improvements will be made to the receiving schools before the start of school?

The Office of Public Education Facilities Modernization is conducting assessments of all receiving schools to identify priority improvements before the 2008-09 school year.

17. Are the receiving schools ready for more students?

Truesdell can accommodate 471 students and currently serves 286 students. Whittier can accommodate 517 students and currently serves 365. These 382 seats can accommodate the current 228 Rudolph students, with additional space to grow these schools into PK-8s.

18. What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers that stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

19. What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

20. How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain "fixed costs," such as utilities and the cost of a principal. By keeping open two buildings that are under-enrolled (Rudolph is currently at 42% capacity; Truesdell is at 61%) we are spending that money in both of those buildings, when the students could all be accommodated in one.

That means less money to go towards teachers and programming. In the case of Rudolph, our annual fixed costs are \$674,000.

21. How will this affect the feeder patterns in my community?

As part of this reorganization, we intend to implement the proposal in the Master Education Plan that calls for building feeder patterns around elementary schools. Moving forward, all students who attend a particular elementary school – whether they are in boundary or out of boundary – will be assigned to the same middle and high schools by virtue of having attended that elementary school. Families will continue to have the opportunity to apply to out-of-boundary schools. In Ward 4 students will attend the same schools for pre-kindergarten through eighth grades. Families interested in traditional middle schools may opt to attend such a program out of boundary.

22. How will this affect the school boundaries in my community?

For the 2008-09 school year we will institute an interim boundary policy. Students attending a school proposed for closure (whether the student is currently in-boundary or out-of-boundary) will be assigned one or more schools of right nearby. These students will also have preference in the out-of-boundary (OOB) lottery for the 2008-09 school year. Students will be expected to pre-register in the spring to reserve a spot at their new school, when relevant.

The chart below explains what the interim 2008-09 policy will be for students currently attending Rudolph and for students currently living in the boundary but not attending the schools.

IN BOUNDARY AND CURRENTLY ATTENDING	IN BOUNDARY AND NOT CURRENTLY ATTENDING	OUT OF BOUNDARY AND CURRENTLY ATTENDING
<ul style="list-style-type: none">• Guaranteed spot at Truesdell or Whittier PK-7• Preference in OOB lottery	<ul style="list-style-type: none">• Guaranteed spot at Truesdell or Whittier PK-7• Guaranteed spot at Powell-MacFarland for 8th grade.	<ul style="list-style-type: none">• Guaranteed spot at Truesdell or Whittier PK-7• Preference in OOB lottery• Guaranteed spot at current neighborhood school

New elementary school boundaries will be developed across the city and will go into effect for the 2009-10 school year. When the new boundaries go into effect in 2009, all students attending a school – whether from in or out of boundary – may continue to attend that school for as long as they wish.

23. Why are higher performing schools slated for closure over lower performing schools?

The school reorganization plan was developed as a comprehensive plan that considers the needs and impact of not only the local school, but schools within the surrounding cluster, feeder pattern, and system as a whole. Thus, program performance was not by itself a factor for determining the best use of a school facility. Where there are successful programs or partnerships that support strong academic performance, the Chancellor will seek to maintain that high performance by moving the stronger program and resources to a receiving school, thereby benefiting a greater number of students.

24. How will DCPS address the issue of turf wars when you put different communities into one school?

DCPS will work to ensure that the receiving school communities, including the students, staff, and parents, are integrated effectively and that the communities have opportunities to meet with and engage each other. Planning for the consolidation will begin immediately.

25. This plan changes the traffic and walking patterns for my family – we will now have to cross very busy intersections and this poses a major safety concern. How will DCPS address this safety issue?

Students at Rudolph primarily live in the surrounding neighborhood and travel to school from every direction, often crossing busy street corridors like New Hampshire and Missouri Avenues. Parents will have the option of several neighborhood schools that are close and convenient for their children. We will work closely with the Department of Transportation to ensure that busy streets have the appropriate speed controls and school crossing guards.

26. Were walkability and traffic studies conducted?

Walkability and traffic issues, including street and geographic boundaries that created isolation problems for some schools, were considered thoroughly. Every effort was made to ensure that walkability for neighborhood elementary schools was maintained with this proposal. The large majority of students attending Rudolph – 81% – live in-boundary or within a half mile of the school, making walkability an important factor. We believe it is not a major concern, however, because of the proximity of several other neighborhood elementary schools.

27. Will transportation be provided for students from the schools that will be closed?

At this time, we are not considering transportation for students from Rudolph. We believe that sufficient walkability has been preserved for most neighborhood students.

28. Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will

continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

29. Will the students affected by these closings be exempt from future closings? Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

30. Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for school closures and consolidations. The Chancellor's plan builds upon those earlier recommendations, utilizing up-to-date analysis and data, as well as months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

31. How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during these community meetings, including input that will be shared at the special community meetings to be held on January 17, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.